CHAPTER V

FINDINGS, CONCLUSIONS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH
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RESEARCH

This Chapter includes the findings, conclusions drawn, educational implication and suggestions for further research.

5.0.0. Findings

1. The group of students taught Social Science through Social Inquiry Model have scored significantly higher on the criterion achievement test than the group of students taught Social Science through Conventional Method.

2. The group of students taught Social Science through Memory Model have scored significantly higher on the criterion achievement test than the group of students taught Social Science through conventional method.

3. The group of students taught Social Science through Social Inquiry Model have scored significantly higher on the criterion achievement test than the group of students taught Social Science through Memory Model.

4. The group of students taught Social Science through Social Inquiry Model have scored significantly higher gain on the criterion achievement test than the group of students taught Social Science through conventional method.
5. The group of students taught Social Science through Memory Model have scored significantly higher gain on the criterion achievement test than the group of students taught Social Science through conventional method.

6. The group of students taught Social Science through Social Inquiry Model have scored significantly higher gain on the criterion achievement test than the group of students taught Social Science through Memory Model.

7. The group of students taught Social Science through Social Inquiry Model have scored significantly higher on the test of self-concept than the group of students taught Social Science through conventional method.

8. The group of students taught Social Science through Memory Model have scored significantly higher on the test of self-concept than the group of students taught Social Science through conventional method.

9. The group of students taught Social Science through Social Inquiry Model have scored significantly higher on the test of self-concept than the group of students taught Social Science through Memory Model.

10. The group of students taught Social Science through Social Inquiry Model have scored significantly higher gain on the test of self-concept than the group of students taught Social Science through conventional method.

11. The group of students taught Social Science through Memory Model have scored significantly higher gain on the test
of self-concept than the group of students taught Social Science through conventional method.

12. The group of students taught Social Science through Social Inquiry Model have scored significantly higher gain on the test of self-concept than the group of students taught Social Science through Memory Model.

5.1.0 Conclusions

The following conclusions have been drawn:-

1. This study shows that the post-test achievement mean scores of the experimental and control groups, controlling for intelligence and socio-economic status, differ significantly in favour of the experimental groups. This implies that the students who were taught Social Science through Social Inquiry Model and Memory Model have shown significant improvement in their achievement in Social Science than the students who taught through conventional method. This suggests that Social Inquiry Model and Memory Model contribute better in raising the achievement of students in Social Science in comparison to conventional method. The group of students taught Social Science through Social Inquiry Model have shown significantly higher achievement than the group of students taught Social Science through Memory Model.

2. The group of students taught Social Science through Social Inquiry Model have shown significantly higher gain in achievement than the group of students taught Social Science through conventional method. The group of students taught...
Social Science through Memory Model have shown significantly higher gain in achievement than the group of students taught Social Science through conventional method. The group of students taught Social Science through Social Inquiry Model have shown significantly higher gain in achievement than the group of students taught Social Science through Memory Model.

3. This study shows that the post-test self-concept mean scores of the experimental and control groups, controlling for intelligence and socio-economic status, differ significantly in favour of the experimental groups. This implies that the students who were taught Social Science through Social inquiry Model and Memory Model have shown significant improvement in their test of self-concept than the students who taught through conventional method. This suggests that Social Inquiry Model and Memory Model contribute better in raising the self-concept of students. The group of students taught Social Science through Social Inquiry Model have shown significantly higher self-concept than the group of students taught Social Science through Memory Model.

4. The group of students taught Social Science through Social Inquiry Model have shown significantly higher gain in test of self-concept than the group of students taught Social Science through conventional method. The group of students taught Social Science through Memory Model have shown significantly higher gain in test of self-concept than the group of students taught Social Science through conventional method.
The group of students taught Social Science through Social Inquiry Model have shown significantly higher gain in test of self-concept than the group of students taught Social Science through Memory Model. This shows that Social Inquiry Model and Memory Model contribute better in raising the gain in self concept of students in comparison to conventional method in the teaching of Social Science.

5.2.0 Educational Implications

The results and conclusions arrived at during the course of this investigation brings out the fact that the Social Inquiry Model and Memory Model are effective in raising the students' cognitive achievements in Social Science. These findings have a number of important implications for teachers, teacher educators, curriculum makers and planners and for the society.

1. The first finding of the present investigation demonstrates that the students taught social science through Social Inquiry Model and Memory Model achieve significantly higher than the students taught through conventional method. It becomes imperative for the teacher to address himself to the requirements of each student and help him as and when he needs it for improving his cognitive outcome.

The target of raising each student to the attain higher level may necessitate inequality of treatment at different stages of teaching-learning process. Some students may take longer and may even require extra attention and help from their teachers.
achievable goal signifies that teachers should not be content with merely providing equal opportunities to their students. It is evident from the results of this investigation as well as from the findings of other researchers that the large majority of students in a class can learn many subjects up to as high level as the most able students in the class. Usually, there involved some extra expenditure and help in achieving such results by providing suitable Model for teaching. Social Inquiry Model and Memory Model hold out the possibility of such achievement being accomplished.

2. Social Inquiry Model may be effectively used of in the classroom as in this model the teacher's role is that of a counselor and helps the students in clarifying their positions, improving the process of study and working out their plan. The teacher helps in clarifying language, improving logic, becoming more objective, understanding their assumption and communicating more effectively with one another. Hence, the teacher acts as a sharpener, focuser and counselor rather than a simple instructor in the teaching-learning process.

3. The Social Inquiry Model and Memory Model if are made as an integral part of teaching methods used in our schools, it is necessary that it would also be incorporated in in-service training programmes for teachers and counsellors.

4. After providing training to teachers in the use of Social Inquiry Model and Memory model and allowing them freedom in organizing their classes, it is a mere impracticable ideal to expect teachers to prepare and provide all the necessary material
to their students. It is, therefore, necessary that curriculum developers should prepare packages of instructional material which may be used successfully by teachers. The planners and makers of curriculum should provide detailed and practicable guidelines to the teachers regarding the selection and use of material to suit the requirements of their students in classrooms. A student equipped with the pre-requisites learns the learning unit more efficiently and in a shorter period.

5. Social Inquiry Model and Memory model are helpful in raising the achievement of students in the classroom. This introduces the element of personal care and instruction in these models of teaching. The increase in students' achievement cultivates in him a sense of confidence and a desire to learn more. This can prove very effective in controlling and even reducing the rate of drop outs in our schools. The rate of drop outs is really staggering in our country. This results in huge wastage of human resources, money and efforts which a developing country like ours can not afford. Thus, the introduction of these models can provide a new hope for our learners.

6. The finding of this study suggest that a sizable number of learners can be brought to the high level of achievement in any area of learning provided suitable conditions are provided to the learner. A society like our which needs a large number of highly talented and competent people can ill-afford to depend only on selection methods for findings suitable talent. It must gear its educational system to develop them relatively early and to
educate such talents in a systematic way over relatively long periods of time so that our democracy may flourish.

7. Social Inquiry Model and Memory model can prove relevant and effective in tackling some of the other socio-economic problems afflicting our society. Any observer of Indian educational system and society can easily notice the gap which exists in the quality of education being imparted to the students of the upper class and to those coming from the lower strata of our society. Students coming from the educated and well off families get intensive and efficient coaching even outside the class. But those students whose parents can not afford expensive schools or extra private coaching for their children find themselves at a disadvantageous position. This gap in the quality of education tends to perpetuate the social and economic disparities. Since Social Inquiry Model and Memory model hold out the promise of developing the cognitive outcomes of a vast majority of students within the classroom facilities, it can bring the students of socially and economically backward sections to the level of achievement where they can compete with the students of the more fortunate sections of social group.

8. So far, Social Inquiry Model and Memory model has been found to be effective in developing the cognitive domain of students' abilities. Thus, teachers should be trained by SCERT's, NCERT and other organizations in making use of Social Inquiry Model and Memory Model in their classroom teachings-learning situations.
9. Social Inquiry Model and Memory Model are aimed at teaching skills of arriving at generalizations through meaningful processing of large and fragmentary data. During the course of using these models the learner develops inferential hypothesizing skill which are helpful in the solution of day to day problems.

10. Every phase of these models is initiated with questions posed by the teacher to direct the students' attention to certain specific aspects of the data and undertake various mental activities. The classroom environment becomes more and more cooperative. The students are encouraged by the teacher in active involvement in the teaching-learning process.

11. The Memory Model is applicable to all the curriculum areas where material needs to be memorized by the students.

5.3.0 Suggestions for Further Research

The present study has been a modest attempt at testing the effectiveness of Social Inquiry Model and Memory Model in coping with pressures and challenges being confronted in our classrooms. This study, however, does not pretend to offer the final word on the effectiveness of Social Inquiry Model and Memory model. In order to supplement the outcomes of the present endeavour, more research related to Social Inquiry Model and Memory Model are needed.

1. The present study was confined to an experimental treatment of twenty four weeks only. It is, therefore, reasonable to avoid wide and sweeping generalizations about its outcomes particularly the long term consequences of Social Inquiry Model and
Memory Model. Hence, detailed longitudinal studies that follow students and teachers over a period of several years, particularly through continued applications of Social Inquiry Model and Memory Model are required in order to arrive at still more reliable and precise results of these models in the teaching of different school subjects.

2. Research can be the taken to study of the effect of Social inquiry Model on the teacher and his role in the classroom situations. Since the concerned model involves that here should be no personal interaction between the teacher and the taught. The teacher acts as a counselor and clarifies the meanings of various words. In social inquiry the students themselves take this responsibility of inquiry. An examination of the various effects of the social Inquiry Model on teachers role on students can thus provide new insights into the outcomes of the teaching effectiveness of this model in the present classroom situations.

3. An examination of the various effects of Memory model on teacher’s role and on inter-personal relations of students can thus provide new insights into the outcomes of Memory model and Social inquiry Model.

4. A research designed to explore in Social Inquiry and Memory classes and how their learning skills, thus developed, influence their abilities to learn in general can be made with rewarding results for students.

5. School curriculum consists of a number of subjects namely Science, Mathematics, Social Sciences and languages etc. Since
the present investigation has focused only on effects of Social Inquiry Model and Memory Model on students' achievement and their Self Concept in teaching Social Science, research in our country is needed to assess the effects of these models in teaching other school subjects also. Research can be conducted particularly in the teaching of languages of India.

6. For further research can be taken in the psycho-motor area. No such research has been conducted in India so far. With increasing importance of vocational education, industrial training and sports coaching, it may be worthwhile to investigate the effects of Social Inquiry model and Memory model on psycho-motor outcomes also.

7. The present endeavor has remained confined only to ninth class pupils of Social Science. It may be rewarding to examine the effects of Social Inquiry Model and Memory Model on students of other classes also. It can provide useful information about the level of effectiveness of Social Inquiry Model with students of different classes, age group and sex.

8. Different socio-economic and cultural backgrounds have a casual relationship with students' achievements. Since the present study was conducted on a sample taken from a school of Gohana, studies are warranted in schools located in rural areas, urban slums and on students of scheduled castes and scheduled tribes.

9. Social Inquiry and Memory Model can offer an effective instructional procedure to help students needing special care and attention. In this context emotionally disturbed, habitually
truant, mentally retarded, and physically and visually handicapped students and their problems offer challenging and fruitful area of research to be taken for investigations.

10. A review of literature on Social Inquiry and Memory Model show that no meta-analysis has been made so far of such studies conducted in India. In order to arrive at precise conclusions about the effects of Social Inquiry and Memory Model in Indian conditions, a detailed meta-analysis of the studies related to Social Inquiry can be taken up.

11. Effectiveness Social Inquiry Model, Memory Model, Inductive Thinking Model and Advance Organizer Model may be researched at large scale for learners of different age group, subject area, self-esteem, sex, student trust behaviour etc.

12. The student and teacherinteractional behaviour under the two models of teaching here also needs to be analyzed by teaching different subjects to different groups by using these two models.